

Regenerative Cultures and Resilient Communities (RCx2) Hub

The Ohio State University

Santina Contreras (City and Regional Planning Section)

Joe Campbell (School of Environment and Natural Resources)

Denver Tang (Department of Engineering Education)

Special thanks to Tony Duke (Queensland University of Technology, Australia)



Outline

How did we get here?

RCRC: Core Principles

The purposes and plans of a network

Moving forward: immediate steps



How did we get here

Santina Contreras, Ph.D.

Dynamics surrounding community engagement in

Natural Hazard Planning

International Development Planning

Student Training, Volunteering, and Service Learning

Engineering for Development/Humanitarian Engineering



How did we get here

Denver Tang, Ph.D.

Cross-cultural experience

Engineering, Social Justice, and Peace

Technical/Social Dualism

Epistemological Commitment



How did we get here Joe Campbell, Ph.D.

Improve functionality and well-being

Pathway through community
development and environmental studies

Integrative, holistic, non-linear

Service-learning/project-based learning





RCRC: core principles

Why “regenerative development”?

Regenerative Development is a system of technologies and strategies for generating the patterned whole system understanding of a place, and developing the strategic systemic thinking capacities, and the stakeholder engagement commitment required to ensure regenerative design processes to achieve maximum systemic leverage and support, that is self-organizing and self-evolving.” [i]

Design human systems that co-evolve with natural systems -- evolve in a way that generates mutual benefits and greater overall expression of life and resilience



RCRC: core principles Regenerative Cultures

A **regenerative culture** is healthy, resilient and adaptable, caring for the planet and all life in the awareness that this is the most effective way to create a thriving future for all of humanity.^[ii]

Regenerative cultures are **locally adapted**, while being **globally connected** through collaboration and knowledge exchange.



RCRC: core principles Resilient Communities

The RCx2 believes that **sustainability** is inherently “a dynamic process of co-evolution and a community-based process of continuous conversation and learning how to participate appropriately” [ii]

Resilient communities have the ability to respond and recover from disasters [vi], socioeconomic shocks (positive and negative) that impact both physical and social infrastructure. Community resilience includes a combination of collectively foreseeing potential risks (e.g., community preparedness) and creatively responding to change.



RCRC: Regenerative Cultures and Resilient Communities...

Pursue development trajectories seeking to co-evolve with natural systems (that are, in turn, co-evolving with human systems) that are locally adapted and globally connected.

Identify potential challenges/opportunities before they manifest (e.g., climate or economic-related shifts) and maintain the social networks (both internal and external to the community) that are prepared to facilitate processes to navigate through these changes.



RCRC: core principles

To engage in **Global Service Learning**

Global Service Learning (GSL) is “a community-driven service experience that employs structured, critically reflective practice to better understand common human dignity; self; culture; positionality; socio-economic, political and environmental issues; power relations; and social responsibility, all in global contexts.”^[iii]

Communities in Ohio are part of this global context.

...through a **shared ethical development process**



Shared Ethical Development Process



Shared

- Participatory
- Two-way process/exchange
- Collaborative
- Builds capacity two-ways



Shared Ethical Development Process



Shared

- Participatory
- Two-way process/exchange
- Collaborative
- Builds capacity two-ways



Ethical

- Accountable and transparent
- Mutually negotiated and agreed
- Just, fair and equitable



Shared Ethical Development Process



Shared

- Participatory
- Two-way process/exchange
- Collaborative
- Builds capacity two-ways



Ethical

- Accountable and transparent
- Mutually negotiated and agreed
- Just, fair and equitable



Development

- Values-based
- Regenerative, sustainable and resilient
- Commonality of development need across context
- Personal development is community development



RCRC: core principles

To focus at the Nexus of **Food, Energy, Water** , and **Health Systems**

The RCx2 will support GSL programs in communities seeking to address issues of sustainable development within a context of globalization and climate change that are focused on interactions within food, energy, water (FEW)-health systems.^[iv]



Purposes and plans for a network

Two Initial Goals

The Hub is an emerging network of interdisciplinary faculty, staff, and external partners seeking to

1) create and deliver an exceptional, **interdisciplinary** global service learning **experience for students**,

and in doing so...

2) **address the complex** challenges and opportunities of sustainable **development** and building regenerative cultures in impoverished rural communities, **grounded in a shared ethical development process** working “one village” at a time.



Purposes and plans for a network

Role of the “Hub”

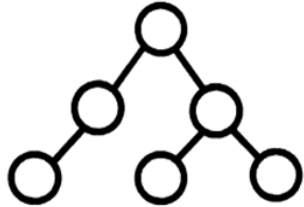
Through these two goals, the “role” of the Hub is to:

1. determine the right FEWS-H phenomena to focus on, to inform and give direction for regenerative design solutions that can realize the greatest systemic potential, and
2. build a field of commitment and caring in which stakeholders step forward as co-creators and ongoing stewards of those solutions.

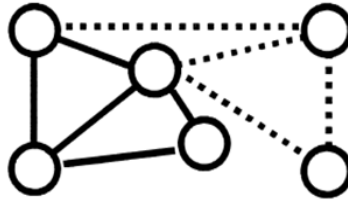
This RCx2 process, which will soon be implemented, documented, and reflected upon is not a hierarchical process but rather *a “networked” process*.

It can be replicated and “**scaled out**” through a package of core content and context knowledge through a **horizontal** series of nodal and intersecting relationships in the partnered communities and within our Ohio State community.

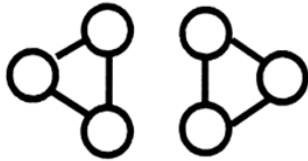
The value of social capital can be visualized and embodied through social networks



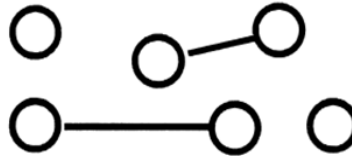
Pyramidal



Coalitional



Factional

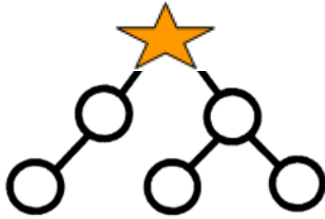


Amorphous

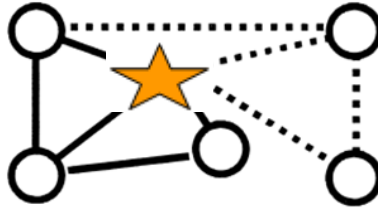
Both in the intersecting relationships in the partnered communities and within our Ohio State community



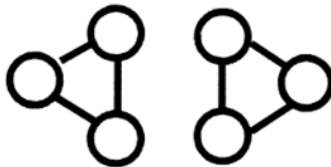
= could be a central point increase
awareness, mobilize resources,
direct local action [v]



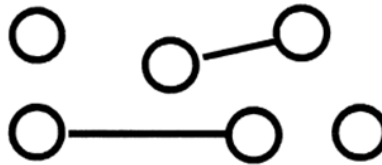
Pyramidal



Coalitional

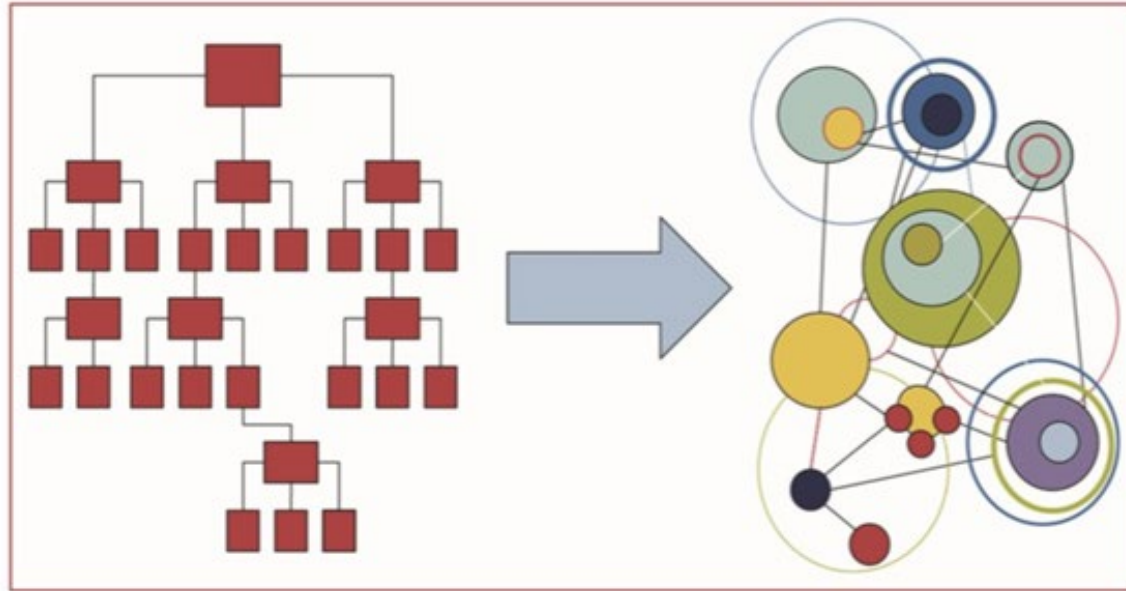


Factional



Amorphous

not a **hierarchical** process
but rather a “**networked**” process.



Transforming business management and organizational structures (Reproduced from DeLuca et al., 2010)

Committed to working through and with peer in-country university, education and training providers to share skills, and resources

Recognize the critical role of an independent, non-partisan NGO partner to linking diverse stakeholders in-country and be a voice to their government (as these partners will be present in the community post-GSL intervention) and to provide an accountability check point to foreign partners



The RCx2 Hub will research the effectiveness and scalability of the shared ethical development process across contexts.

- So what is the structure of the Hub, and where are these community contexts?

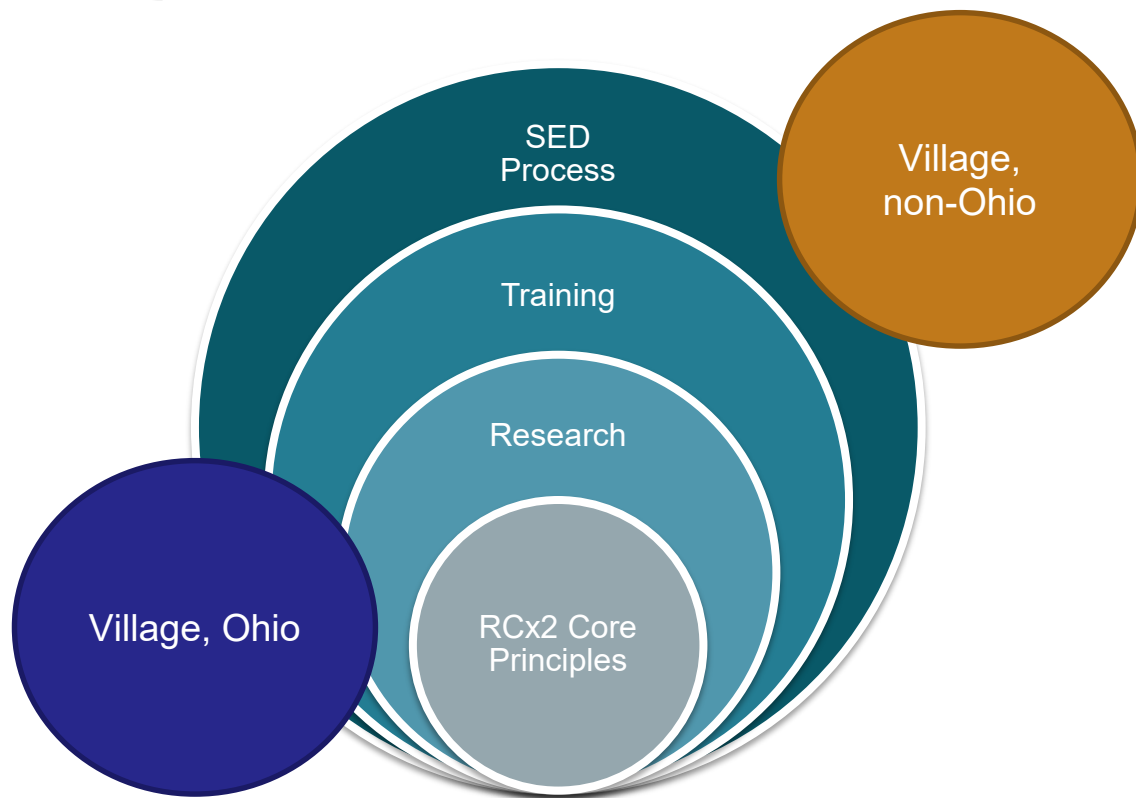


RCx2 Hub Structure

The Hub's Principal Components

- Shared, interdisciplinary curriculum with designated instructor connected to content-specific experts and field training
- Cross-community facilitator actively communicating with (non-OSU) external partners
- Research on student knowledge and values
- Research on the shared ethical development process

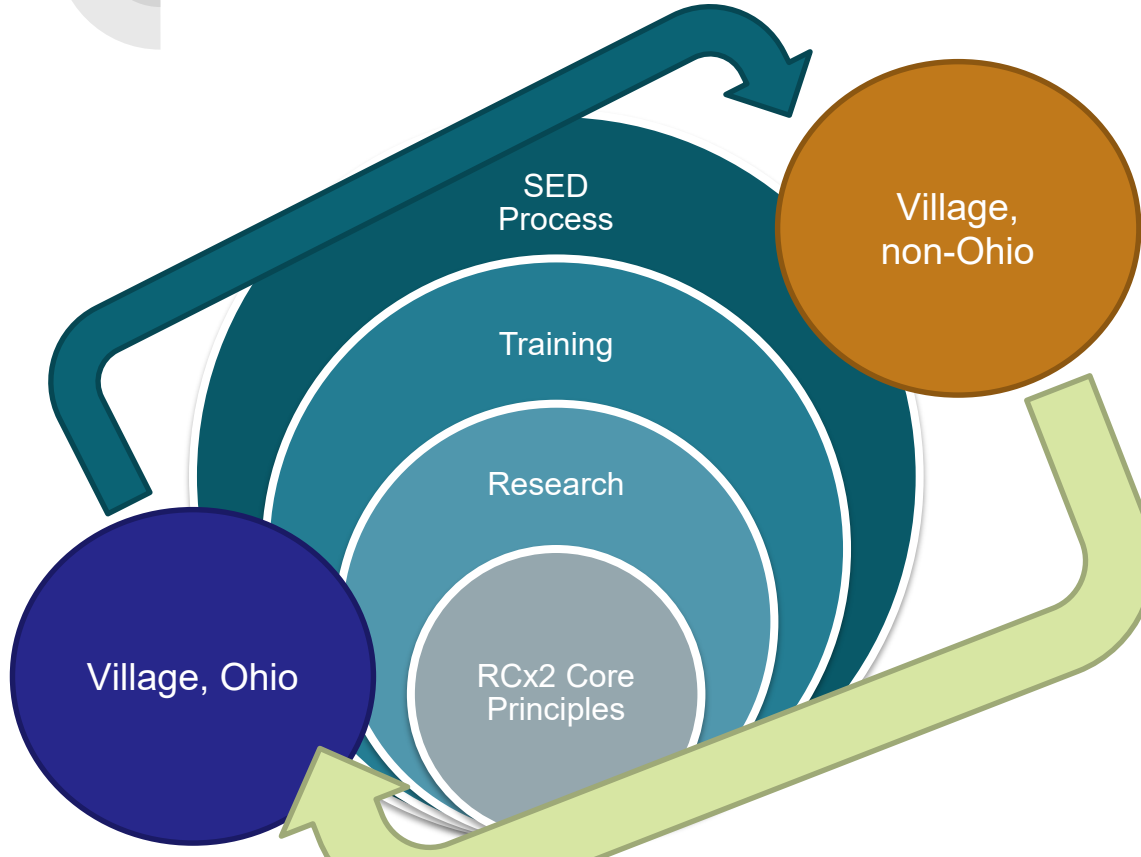
RCx2 Hub Structure



The Hub's Principal Components at Ohio State

- Shared, interdisciplinary curriculum with designated instructor connected to content-specific experts and field training
- Cross-community facilitator actively communicating with (non-OSU) external partners
- Research on student knowledge and values
- Research on the shared ethical development process

RCx2 Hub Structure



The Hub's Principal Components at Ohio State

- Shared, interdisciplinary curriculum with designated instructor connected to content-specific experts and field training
- Cross-community facilitator actively communicating with (non-OSU) external partners
- Research on student knowledge and values
- Research on the shared ethical development process



Room to explore the
shared space that exists
"in the middle"



Moving forward: immediate steps

Seeking IRB approval to study the “process” and networking forums that inform the development of the Hub, and identify relevant research funding opportunities (e.g., NSF)

Informal meetings beginning Spring 2019 to continue the conversation (sign-up sheet available; organizing email is RCx2osu@gmail.com)



References cited

- [i] Mang, P. and Reed, B. (2012) Regenerative Development and Design. Regenesi Group and Story of Place Institute.
- [ii] Wahl, D. (2016) "Designing Regenerative Cultures" Triarchy Press: England
- [iii] Hartman, E. & Kiely, R. (2015). A critical global citizenship. In P. Green, & M. Johnson (Eds), *Crossing boundaries: Tension and transformation in international service learning* (pp. 215 – 242). Sterling, VA: Stylus
- [iv] Miller-Robbie, L., Ramaswami, A., Amerasinghe, P. Environmental Research Letters (2017) 12: 7.
- [v] Sharp, J. (2001) "Locating the Community Field." *Rural Sociology* pp. 403-424
- [vi] De Bruijne, M., Boin, A., & Van Eeten, M. (2010). Resilience: Exploring the Concept and its Meanings in Louise K. Comfort, Arjen Boin, and Chris C. Demchak (Eds.) *Designing Resilience: Preparing for Extreme Events*. pp. 13 - 32

Regenerative Cultures and Resilient Communities Hub

Thank you. Please keep the conversation
going and contact us collectively at
RCx2osu@gmail.com or individually at:

Santina Contreras.78@osu.edu (City and Regional Planning Section)

Joe Campbell.844@osu.edu (School of Environment and Natural Resources)

Denver Tang.1274@osu.edu (Department of Engineering Education)

Special thanks to Tony Duke